

## EFFICIENCY CORRELATE 7 – LEADERSHIP

**Correlate 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.**

<b>Indicator</b>	<b>Ratings of Performance</b>			
	<b>4</b> Exemplary level of development and implementation	<b>3</b> Fully functioning and operational level of development and implementation	<b>2</b> Limited development or partial implementation	<b>1</b> Little or no development and implementation
<b>7.1 LEADERSHIP</b>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
<b>DA</b>  <b>7.1a</b> <b>Leadership has developed and sustained a shared vision.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Mission and belief statement</li> <li>• Displays of the vision, mission and belief statements</li> <li>• School board meeting agenda and minutes</li> <li>• 5YCEP</li> <li>• Implementation and impact checks</li> <li>• Meeting announcements, agenda and minutes</li> <li>• Teacher/student/parent handbooks.</li> <li>• Staff member, student, parent/family member and community member interviews</li> <li>• Brochures/pamphlets</li> </ul>	The vision of the school is developed in conjunction with the vision of the district and the other schools of the district demonstrating an awareness and promotion of the unique culture of students.	<b>School leadership involves representatives of the school community’s stakeholder role groups in a collaborative process to develop the school’s vision and the mission and belief statements. Representatives include parents, teachers, business, community and tribal leaders.</b>	School leadership receives input from school staff members to develop the school’s vision and/or the mission and belief statements.	School leadership does not have vision, mission or belief statements.
	Representatives of all stakeholders groups establish a communications team to share the mission and belief statements throughout the school community.	<b>School leadership communicates the mission and belief statements to all stakeholders of the school community.</b>	School leadership distributes the mission and belief statements to the school staff.	School leadership does not communicate the mission and belief statements.
	School leadership establishes a systematic process to ensure that all decisions are regularly reviewed and considered for modification to sustain alignment with the mission and belief statements.	<b>School leadership continuously reinforces and supports the mission and belief statements of the school and uses them to guide decision-making.</b>	School leadership reinforces the mission and belief statements, but does not always use them to guide decisions.	School leadership neither reinforces the mission and belief statements nor uses them to guide decision-making.
	School leadership focuses the community on implementing the mission and belief statements by using them as a filter for school improvement initiatives.	<b>School leadership focuses the staff on implementing the mission and belief statements by using them as a foundation for designing instructional programs.</b>	School leadership does not always use the mission and belief statements as a foundation when designing instructional programs.	School leadership does not refer to the mission and belief statements when designing instructional programs.

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<b>7.1a LEADERSHIP (continued)</b> <ul style="list-style-type: none"> <li>Web sites</li> <li>Press releases</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	School leadership establishes a feedback loop to ensure that the mission and belief statements are revised as necessary and that strategies are appropriately modified to maintain momentum toward accomplishment of the mission.	School leadership provides updates to all stakeholders on the progress toward accomplishing the mission.	School leadership provides updates to school staff members on the progress toward accomplishing the mission and belief statements.	School leadership does not provide updates on the progress toward accomplishing the mission and belief statements.

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<b>DA</b>  <b>7.1b</b> <b>Leadership decisions are focused on student academic performance and are data-driven and collaborative.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Data analysis documentation</li> <li>• School board meeting agenda and minutes</li> <li>• Meeting agenda and minutes</li> <li>• Perception surveys</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>  School leadership collaborates with district and community stakeholders to analyze student performance data and information from multiple sources and establishes a feedback loop to inform programmatic and academic decisions.	<b>School leadership, in collaboration with the school board and staff members, regularly analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions.</b>	School leadership analyzes state assessment data and sometimes uses the results of that analysis to inform academic decisions.	School leadership does not analyze assessment data to inform academic decisions.

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<b>DA</b>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
<b>7.1c</b> <b>There is evidence that the school/district school improvement team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school’s plan.</b>	The results of analysis of disaggregated data are validated against educational research to identify goals and needs for the 5YCEP.	<b>Analysis of disaggregated data is an integral part of the school’s improvement planning process and is used regularly to identify goals and needs.</b>	Analysis of disaggregated data is considered during the school’s improvement planning process, but is not intentionally used to identify goals and needs. The school board reviews the disaggregated data, but does not always identify and/or approve targets and timelines for reducing gaps.	Analysis of disaggregated data is not considered during the school’s improvement planning process.
<b><u>Examples of Supporting Evidence:</u></b> <ul style="list-style-type: none"> <li>• Data analysis summaries/reports</li> <li>• Staff meeting agenda and minutes</li> <li>• School board/subcommittee meeting agenda and minutes</li> <li>• 5YCEP</li> <li>• Staff member and school board member interviews</li> </ul>	School leadership compares the academic achievement of population subgroups of the school with the academic achievement of comparable population subgroups in similar and high performing schools to inform decision-making to meet the needs of the school’s diverse population.	<b>School leadership analyzes data comparing academic achievement of population subgroups (e.g., by income level, ethnicity, gender, exceptional children) to inform decision-making to meet the needs of the school’s diverse population.</b>	School leadership analyzes data comparing academic achievement of population subgroups, but does not use the results of data analysis to inform decision-making.	School leadership does not analyze data comparing academic achievement of population subgroups.
	The school board collaborates with other stakeholders in a proactive process for sharing disaggregated data results with the larger community.	<b>The school board reviews the disaggregated data and determines targets and timelines for reducing gaps.</b>	The school board reviews the disaggregated data, but does not always identify and/or approve targets and timelines for reducing gaps.	The school board does not review the disaggregated data.

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<b>DA</b>  <b>7.1d</b> <b>Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curricular and data resources relating to Montana’s academic content standards for public schools.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Documentation of professional development days/release time</li> <li>• Staff member interviews</li> <li>• Units of study/lesson plans</li> <li>• 5YCEP</li> <li>• Professional curriculum resources</li> <li>• Curriculum map</li> <li>• School budget</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	School leadership ensures that Montana’s curriculum documents, other curricular materials and data resources are readily available to and used by school staff members in an on-line environment.	<b>School leadership ensures that staff members have access to and are trained in the use of Montana’s standards documents, other curriculum-related materials and data resources.</b>	School leadership has provided staff members with access to Montana’s standards documents, but has provided limited training on ways to use the documents.	School leadership does not provide staff members with access to Montana’s standards documents.
	School leadership provides opportunities for staff members to participate in external curriculum development experiences (e.g., national conferences, state-wide workshops).	<b>School leadership shares and discusses curriculum information from internal and external professional sources (e.g., district office, Montana Office of Public Instruction, national sources) with staff members.</b>	School leadership occasionally shares curriculum information from internal and/or external professional sources with staff members.	School leadership does not share curriculum information with staff members.
	School leadership provides research- informed resources and incentives to the leadership team to enable them to initiate and sustain capacity-building efforts centered on standards-based curriculum materials in support of Montana’s learning goals.	<b>School leadership establishes and supports a leadership team within the school in order to build internal training capacity on Montana’s standards.</b>	School leadership assigns staff members to a school leadership team, but does not provide the support necessary to build capacity.	School leadership neither assigns nor establishes leadership teams.

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<b>7.1e</b> <b>Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Staff and master schedules</li> <li>• Staff meeting agenda and minutes</li> <li>• Walk-through observations</li> <li>• Staff member and student interviews</li> <li>• School board policy</li> <li>• Staff/student handbooks</li> <li>• Extended school services schedule</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	School leadership and all other staff members collaborate to design the necessary structure and support that allows time to be a resource to provide quality instruction and maximize student learning.	<b>School leadership provides the necessary structure and support for staff members to use time as a resource to provide quality instruction and maximize student learning.</b>	School leadership provides limited structure and support for staff members to use time as a resource to provide quality instruction and impact student learning.	School leadership does not provide structure or support for staff members to use time as a resource.
	School leadership and other stakeholders collaborate to implement and practice the procedures to minimize disruptions to instructional time, including the additional time and assistance provided outside mandated school hours.	<b>School board establishes policy and school leadership fully implements procedures to minimize disruptions of instructional time.</b>	School board establishes policy and school leadership develops procedures to minimize disruptions of instructional time, but the policies and/or procedures are not fully implemented.	There are no policies or procedures to protect instructional time.

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<b>DA</b>  <b>7.1f</b> <b>Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure and removes barriers in order to sustain continuous school improvement.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• 5YCEP</li> <li>• School board meeting agenda and minutes</li> <li>• School/district budgets</li> <li>• Staff member, parent school board member and student interviews</li> <li>• Building inspection records</li> <li>• Maintenance reports</li> <li>• Work orders</li> <li>• Safe schools report</li> <li>• Vision statement</li> <li>• Mission statement</li> <li>• Perception surveys</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	School leadership secures additional resources and/or reallocates funds to support the vision, mission and strategic priorities of the school.	<b>Allocation of resources (e.g., fiscal, human, physical, time) by school leadership is equitable; consistent with the vision, mission and strategic priorities of the school and focused on student learning.</b>	Allocation of resources (fiscal, human, physical, time) is not always consistent with the vision, mission and strategic priorities of the school or may not focus on student learning.	Allocation of resources is capricious, and is not focused on student learning.
	Exemplary use of sufficient resources supports the learning goals of the school.	<b>Resource allocation is sufficient to support the learning goals of the school, and leadership demonstrates sound fiduciary responsibility.</b>	Resource allocation is sufficient to support the learning goals of the school, but leadership does not demonstrate fiduciary responsibility.	Resource allocation is not sufficient to support the learning goals of the school.
	Leadership of all the schools of the district establishes a “critical friends” network to monitor and modify the instructional programs, organizational practices and physical facilities of the schools across the district. The network provides an opportunity for “shared learnings” and collaboration that maximizes the impact of resources in these areas.	<b>School leadership monitors and modifies the instructional programs, organizational practices and physical facilities of the school, as needed, to sustain continuous school improvement.</b>	School leadership monitors the instructional programs, organizational practices and physical facilities of the school, but do not always make appropriate modifications to sustain continuous school improvement.	School leadership does not monitor the instructional programs, organizational practices and physical facilities of the school.

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<b>7.1f</b> <b>(continued)</b>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	<b>The leader understands philosophies of instruction and promotes those to be effective (e.g., Indian students, special education students) and continually provides guidance to staff and school board in implementation of the most current scientifically based research strategies. School leadership assists in the promotion of the unique culture of the students.</b>	<b>The leader understands philosophies of instruction and promotes those to be effective (e.g., Indian students, special education students) and provides guidance to staff and school boards in these areas. School leadership demonstrates an awareness and promotion of the unique culture of the students.</b>	The leader demonstrates a limited understanding of the philosophies of instruction and the importance of promoting cultural uniqueness.	The leader does not demonstrate an understanding of the philosophies of instruction and the importance of promoting cultural uniqueness. .



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<b>DA</b>  <b>7.1g</b> <b>The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe, culturally sensitive and effective learning environment.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>School board policies and procedures</li> <li>School board meeting agenda and minutes</li> <li>Building inspection reports</li> <li>Maintenance reports</li> <li>Staff member, parent/family and student interviews</li> <li>School budgets</li> <li>Facility plan</li> <li>Equipment inspection reports</li> <li>School report card</li> <li>District report card</li> <li>Perception surveys</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	The school board regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that a supportive, safe, healthy, orderly and equitable learning and working environment is maintained for both students and staff members.	<b>School board establishes policy and school leadership implements procedures that maintain a supportive, safe, healthy, orderly and equitable learning and working environment for both students and staff members.</b>	School board establishes policy and school leadership develops procedures that provide a supportive, safe, healthy, orderly and equitable learning and working environment for students and staff members, but the policies and procedures are either not fully implemented or are not sustained.	There are no policies conducive to a supportive, safe, healthy, orderly and equitable learning and working environment.
	School leadership collaborates with community stakeholders to obtain additional funding to enhance the school program, provide extraordinary facilities and equipment to enhance the learning environment.	<b>School leadership ensures that resources are allocated to enhance school programs, provide quality facilities and equipment to support a safe and effective learning environment.</b>	School leadership allocates resources for facilities and equipment, but the focus is not on supporting the learning environment.	School leadership does not allocate sufficient resources for facilities or equipment to support the learning environment.

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<b>DA</b>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
<b>7.1h</b> <b>District and school leadership provides a process for the development and the implementation of continuous school improvement.</b>	The board chair has led the board in the development and implementation of appropriate policies impacting teaching and learning, beyond those required by statute.	<b>The board chair has led the board in the development and implementation of policies in all areas required by ARM.</b>	The school board has adopted all policies required by statute, or rule but not all policies are fully implemented.	The school board has not adopted all policies required by statute or rule.
<u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>School board policies and bylaws</li> <li>School board meeting agenda and minutes</li> <li>School board member, school staff member, district staff member and parent/family interviews</li> <li>Perception surveys</li> </ul>	School board policies are regularly distributed to the public as well as all staff members and parents. Roles and responsibilities of administration, staff, school board are well defined. Problems are addressed at the appropriate level and delegation of authority is clear.	<b>School board policies are regularly reviewed and revised as necessary to address anticipated needs. The policies are distributed to all staff members and parents and are available to the public. Roles and responsibilities of administration, staff, school board are well defined.</b>	School board policies are reviewed, but rarely revised. Policies are provided to stakeholders upon request.	School board policies are neither reviewed nor readily available to stakeholders.
	School leadership, staff members and other stakeholders have an extensive knowledge of all school board policies and the relationship of those policies with “best practices” in education. There is a supportive, respectful, positive relationship between the school board, staff and administration.	<b>School leadership and staff members have a working knowledge of all existing school board policies and provide feedback to the board concerning the impact of the policies on teaching and learning. There is a supportive, respectful, positive relationship between the school board, staff and administration.</b>	School leadership and staff members have limited knowledge of existing school board policies or have limited opportunity to provide feedback to the board concerning the impact of those policies.	School leadership and staff members are not familiar with board policies.

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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<b>DA</b>  <b>7.1i</b> <b>There is evidence that the school board has an intentional focus on student academic performance.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>School board policies</li> <li>School board meeting agenda and minutes</li> <li>5YCEP</li> <li>Implementation and impact checks</li> <li>Vision, mission and belief statements</li> <li>Data analysis summaries/reports</li> <li>Staff member and parent interviews</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	The results of analysis of data are validated against educational research to guide the work of the board toward establishing priorities for student academic performance and closing gaps among subpopulations.	<b>The school board regularly analyzes student performance data to guide the work of the board toward establishing priorities for student academic performance and closes gaps among subpopulations.</b>	The school board analyzes student performance data, but does not use the resulting information to focus on improving student academic performance.	The school board does not analyze student performance data.
	The school board conducts periodic self-assessments to ensure that the implementation of priorities results in improved student academic performance.	<b>The actions of the school board are aligned with their priorities to improve student academic performance and are congruent with the school’s vision, mission and beliefs.</b>	The actions of the school board are not always aligned with their priorities and/or congruent with the school’s vision, mission and beliefs.	The actions of the school board do not impact student academic performance.

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	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
<b>7.1j</b> <b>There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment, efficiency and a safe culturally responsive environment.</b>  <u><b>Examples of Supporting Evidence:</b></u> <ul style="list-style-type: none"> <li>• Staff member, student and parent/ family interviews</li> <li>• School board meeting agenda/ minutes/policies</li> <li>• Perception surveys</li> <li>• Faculty meeting agenda/minutes</li> <li>• Resource materials/professional library</li> <li>• Building inspection reports</li> <li>• Leadership self-assessments</li> <li>• Documentation of professional development days/release time</li> </ul>	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	The principal regularly consults with the members of the school board to ensure that school board policy is being implemented as intended by the school board.	<b>The principal consistently implements all school board policy as required by law.</b>	The principal sometimes implements school board policy as required by law, but the implementation is not consistent.	The principal does not implement school board policy as required by law.
	The principal initiates opportunities to engage community stakeholders in conversations focused on student academic performance to generate the commitment needed to effect deep reform.	<b>The principal, as the instructional leader of the school, regularly engages staff members and students in conversations focused on student academic performance.</b>	The principal occasionally engages staff members and students in discussions about student academic performance.	The principal does not engage staff members and students in discussions about student academic performance.
	The principal inspires and provides opportunities for staff members to share ideas, research, instructional strategies and learning experiences and leads faculty meetings focused on intensive implementation of school improvement initiatives based on organizational needs.	<b>The principal demonstrates knowledge of Montana’s standards-based curriculum documents and provides assistance to staff members with their use by regularly focusing faculty meetings on improving student academic performance.</b>	The principal sometimes focuses faculty meetings on improving student academic performance, but provides limited assistance to staff members with the use of Montana’s standards-based curriculum documents.	The principal does not address improved student performance at faculty meetings.
	The principal collaborates with teacher leaders to share the leadership responsibility of ensuring that effective and varied instructional strategies are routinely implemented in all classrooms.	<b>The principal conducts frequent informal and formal classroom observations and provides timely feedback to staff members on their instructional practice.</b>	The principal does not conduct classroom observations except when necessary for formal teacher evaluations.	The principal does not conduct classroom observations.

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7.1j (continued)	<b>Meets criteria for a rating of “3” on this indicator plus:</b>			
	The principal collaborates with district leadership to establish and maintain a learning and working environment that fosters sustained innovation by teachers and students.	<b>The principal leads and collaborates with staff members to sustain a supportive, safe, orderly, equitable and healthy learning environment for teachers and students.</b>	The principal works with staff members to create a supportive environment for teachers and students, but the effort is not sustained.	The principal does not create a supportive learning environment.
	The principal provides organizational direction and establishes distributed leadership in the school at such high levels that school improvement will be sustained and advanced in his/her absence.	<b>The principal provides organizational direction, develops distributed leadership capacity and maximizes the use of resources in order to support high student and staff performances.</b>	The principal provides minimal organizational direction, but does not develop distributed leadership capacity and/or does not equitably use resources.	The principal does not demonstrate leadership skills in the area of efficiency.